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ABSTRACT

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment--teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

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SUGGESTED CURRICULUM GUIDELINES FOR AN EFFECTIVE BILINGUAL PROGRAM 1973 - 1974

SALUD.....HEALTH

CIENCIA.....SCIENCE

CIENCIA SOCIAL.....SOCIAL STUDIES

HISTORIA DE NUEVO MEXICO.....NEW MEXICO

INGLES COMO SEGUNDO IDIOMA.....ENGLISH AS A SECOND LANGUAGE

MULTICULTURALISMO.....MULTICULTURALISM

.....

SECOND GRADE LEVEL II

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM
ARTESIA PUBLIC SCHOOLS
ARTESIA, NEW MEXICO 88210

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EDUCATION & WELFARE
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PHILOSOPHY OF BILINGUAL EDUCATION

IN THE

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII ESEA

IT IS OUR BELIEF THAT BILINGUAL EDUCATION IS A VEHICLE AND A PEDAGOGICAL TOOL TO BETTER PREPARE ALL CHILDREN TO FUNCTION AS SUCCESSFUL CITIZENS IN A DEMOCRATIC SOCIETY. IT ALSO ACKNOWLEDGES THE STRENGTHENING OF A SOCIAL MULTI-CULTURAL EXISTENCE AND THE PERPETUATION OF ALL CULTRUES IN OUR UNITED STATES OF AMERICA. IT IS OUR FIRM BELIEF THAT ALL CHILDREN SHOULD BE GIVEN THE OPPORTUNITY TO ADVANCE HIS COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR SKILLS IN BOTH THE SPANISH AND ENGLISH LANGUAGE AND CULTURES TO THE UTMOST OF HIS CAPACITY. WE HOLD THAT THE LINGUISTIC ABILITY AND CULTURAL HERITAGE WHICH EACH CHILD BRINGS TO THE SCHOOL SETTING IS AN INVIOLATABLE AND ACCEPTABLE ENTITY WHICH FUNCTIONS AS A POINT OF DEPARTURE FOR HIS FUTURE FORMAL LEARNING AND FORMAL TRAINING.

METHODOLOGY

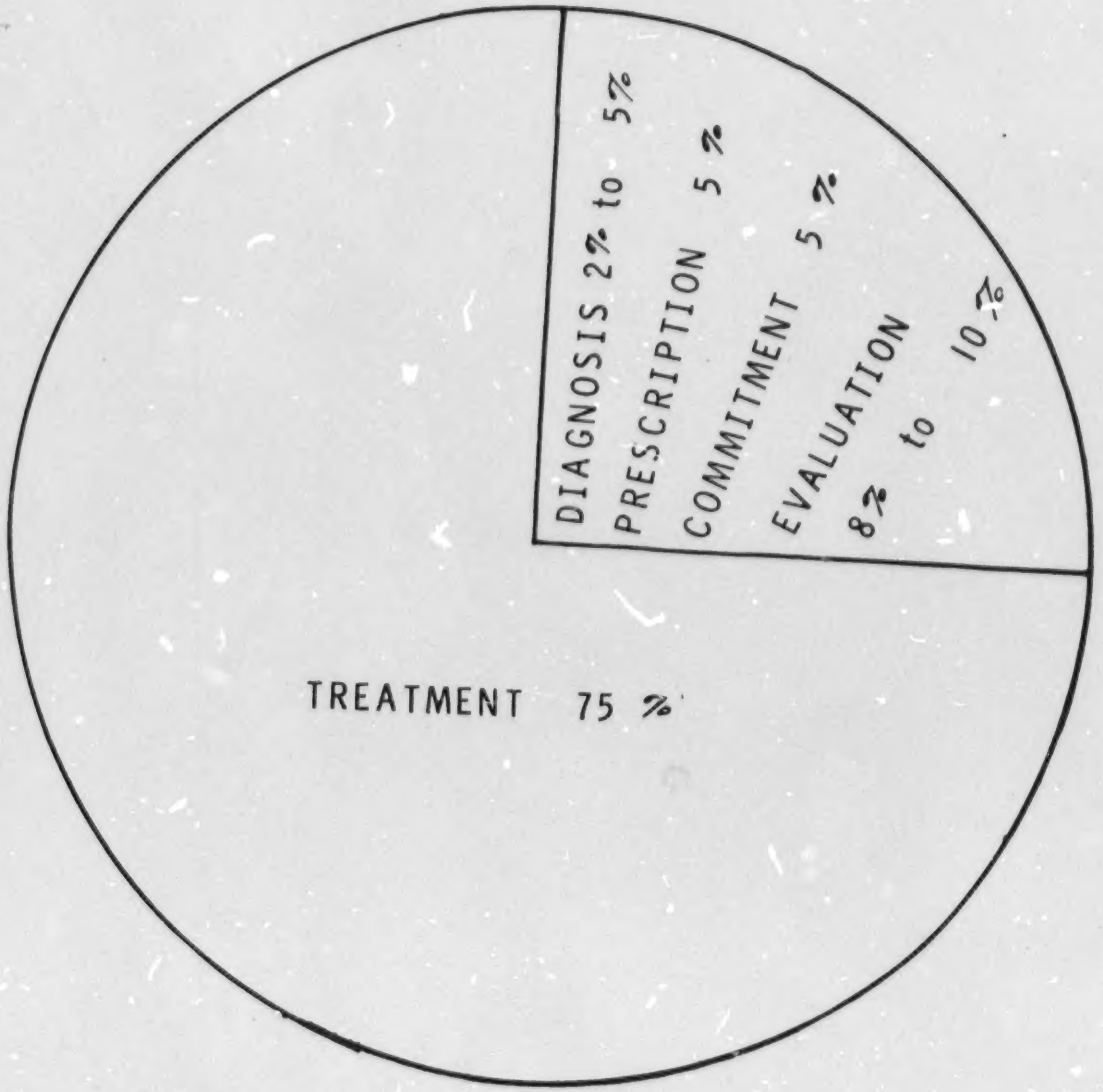
The Methodology which is proposed for Level II in Health, Science, Social Studies, History of New Mexico, English As A Second Language and Multiculturalism in the Bilingual Curriculum is structured, but flexible and individualized to meet the needs of the child. Accountability is summarized through Criterion Referenced Cards which affords the learner a higher degree of success in learning.

The Learning Loop Method is used in teaching this level. This approach is in keeping with our Program's philosophy and goals. The teacher's time is allotted as follows: 2% to 5% in Diagnosis, 5% in Prescription, 5% in Commitment, 75% in Treatment, and 8 to 10% in Evaluation. The Paraprofessional will spend most of her/his time in the treatment portion of the Learning Loop. The Criterion Reference Cards will strengthen and reinforce this method by keeping a daily or weekly record of the child's accomplishments.

The following steps should be followed in presenting all subject matter as stated above.

1. Diagnosis ----------(Recognizing child's needs)
2. Prescription --------- (Outling the child's learning activities)
3. Commitment ---------- (Willingness of child to learn)
4. Treatment ---------- (Teaching time spent)
5. Evaluation ---------- (Child's accomplishment)

LEARNING LOOP



CIRCUITO DE APRENDIZAJE

SALUD - 2nd Grade

Unidad I EL MODO SEGURO

A. Seguridad en el viaje para la escuela
B. Seguridad en manejando una bicicleta
C. Los semáforos
D. Seguridad en la escuela
E. Seguridad en la casa

Unidad II LA HIGIENE PERSONAL

A. El cuerpo
B. Los dientes
C. Las heridas

Unidad III LOS SENTIDOS

A. Ver - (Visualización)
B. Oler - (Olfato)
C. Probar - (Gustación)
D. Oír - (Audición)
E. Tocar - (Tacto)

Unidad IV CUANDO CRECEMOS

A. Crecemos fisicamente
B. Aprendemos a hacer cosas sin ayuda.
C. Aprendemos a buscar cosas que nos interesan.
D. Aprendemos muchas diferentes cosas.

Unidad V EL USO APROPIADO DE LA ROPA SEGÚN LA OCASIÓN

A. Vestidos de salir
B. Vestidos de jugar
C. Vestidos de trabajar
D. Vestidos de dormir

Unidad VI NECESITAMOS EJERCICIO Y DESCANSO

A. Varias formas de ejercicio
B. ¿Cuándo necesitamos ejercicio?

Unidad VII NECESITAMOS ALIMENTOS

A. Semillas contienen alimento
B. Tallos contienen alimento
C. Hojas contienen alimento
D. Raíces contienen alimento
E. Los alimentos están divididos en cuatro grupos.

Unidad VIII LOS AYUDANTES DE NUESTRA SALUD EN EL HOSPITAL.

A. Cirujanos
B. Personas que transportan enfermos a un hospital
C. Secretarias y ayudantes
D. Médicos
E. Radiógrafos
F. Enfermera y ayudante
G. Especialista en alimentos

SECOND GRADE
SUBJECT: SALUD
Unit 1 Lesson 1

UNIT TITLE: EL MODO SEGURO (EN EL VIAJE A LA ESCUELA)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Es necesario observar reglas de seguridad en cualquier manera que usemos para el viaje a la escuela.	Modos de viajar a la escuela. a pie en autobús en coche	Discutirán diferentes problemas que van a encontrar caminando a pie para la escuela. Los niños dictarán las reglas a la maestra. Los niños leerán de la pizarra las reglas en silencio y luego oralmente. Los niños escribirán las reglas de la pizarra correctamente. Recortarán y pegarán las oraciones en hojas de papel para dibujar que dice cada regla. Leerán a lo menos una regla y enseñerán el dibujo que hicieron.	Pizarra, tiza Lápiz, papel Tijeras, pega, papel para dibujar.	Cada niño dirá como viene a la escuela y que reglas debe observar.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Debiéramos bañarnos o lavarnos cuando necesitamos.	Hay tiempos cuando tenemos que estar bien limpios. Hay otros tiempos cuando nos ensuciamos.	Usando láminas para motivar a los niños discutarán los tiempos que deben de estar limpios y los tiempos cuando no tienen que estar tan limpios. Hablaran de los diferentes modos en que se pueden limpiar. Los dictarán a la maestra y ella los escribirá en la pizarra. Leerán las oraciones en silencio y luego oralmente. Escucharán el poema "Naughty Soap Song" y lo repetirán usando patrones linguisticos.	Lámina de niños limpio y una lámina de niños trabajando y pocos sucios. Liza, pizarra Poema en el libro Health For All, Book two p. 43 of Guidebook.	Los niños vendrán a la escuela más limpios que antes.

UNIT TITLE: LOS SENTIDOS (VER)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Hay cinco sentidos y uno es visualización.	Los cinco sentidos son: vista olfato gusto oído tacto Usamos los ojos para poder ver	Usando el cartel presentar a los niños los sentidos que repetirán oralmente. Concentrando en la vista explicar que para poder ver necesitamos ojos. Los niños (en grupos de cinco) cerrarán los ojos e intentaran hacer tareas sin poder ver. Cada niño enlistará todas las cosas que puede ver en el aula. Leerán sus propias listas oralmente. Dibujarán cinco cosas en la lista que les gusta más.	Cartel de los cinco sentidos (centro) (ej) Caminar de un lado de el aula hasta el otro. Lapiz, papel Papel para dibuiar, colores	Los niños valorarán la vista y conocerán que sin ojos no podemos ver.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Cuando crecemos aumentamos de peso y altura y se nos agrandeze el pie.	El cuerpo crece físicamente peso altura medida de pie	Usando las tarjetas de clasificacion del año anterior enseña a los niños cuanto aumentaron de peso y altura en el primer grado. Medirlos y pesarlos para ver si han aumentado durante el verano. Los niños traerán fotos de ellos mismos cuando estaban chicos. Parearán las fotos con los niños de la clase. Dibujarán como se van a ver cuando han crecido y tienen 21 años de edad.	Tarjetas de cada uno. Peso fotos Papel para dibujar y colores.	Han aumentado de peso, altura, y medida de pie y van a seguir aumentando.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños podrán identificar que se usa para salir.	Usamos diferentes ropas para: a. salir b. jugar c. trabajar d. dormir	Los niños discutirán diferentes lugares donde se tienen que vestir en ropa buena para poder ir. La maestra enlistará los lugares en la pizarra. Los niños leerán los lugares en silencio y luego oralmente. Escribirán los lugares correctamente. Recortarán y pegarán los lugares en papel y dibujarán como se vistieran si iban a visitar estos lugares.	Pizarra, tya Papel, lápiz Papel para dibujar y colores	Los niños sabrán que para salir deben de usar ropa apropiada.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Necesitamos ejercicio cada día para mantenernos saludables.	Con ejercicio: a. nuestro cuerpo parece mejor b. comemos mejor c. dormimos mejor	La maestra experimenta discutiendo diferentes formas de ejercicio con los niños. Escribirá en la pizarra los ejercicios que ayudan al cuerpo parecer mejor y que nos ayudan a comer mejor y que nos ayudan a dormir mejor. Ilustrarán cada ejercicio. Después la maestra escogerá un niño que será el líder y dirijirá un ejercicio cada día. La maestra leerá el cuento "En la Finca". Después los niños discutirán que parte les gustó más.	Carteles enseñando diferentes formas de ejercicio. Pizarra, tiza Papel para dibujar y colores Mi segundo Libro de la Salud; Laidlaw 1959.	Los niños valorarán los ejercicios para poder mantener la salud.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obtenemos diferentes alimentos de las semillas.	Los siguientes alimentos vienen de semillas. a. cereal b. avena c. harina de maíz d. trigo e. nueces	Los niños discutirán todas las comidas retratadas en la página 158 en el libro de ciencia. Escogerán uno de los alimentos en la página y dibujarán y nombrarán todas las comidas que uno puede hacer con el. Los niños hablarán sobre que cosas se hayán en la receta para tortillas y la maestra las escribirá en la pizarra. Una mamá vendrá y hará la masa para las tortillas. Los niños extenderán la masa usando bolillos. Después que estén listas los niños comerán las tortillas usando buenas costumbres de la mesa.	La Ciencia Aquí y Ahora: Heath, 1961. Papel para dibujos, colores Pizarra, tiza Masa, harina, sal, espauda, manteca, agua tibia. Masa, bolillos Mantequilla, jalea	Muchos de los alimentos que comemos vienen de semillas.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los cirujanos ayudan a la gente cuando necesitan una operación.	Algunas veces estamos tan enfermos que tenemos que ir al hospital por una operación.	Usando la lámina de los cirujanos la maestra puede seguir el plan detrás de ella. Después puede traducir la explicación para que los niños sepán el vocabulario en español.	Hospital Helpers, SVE (Centro)	Para enfermedades mas peligrosas, a veces los cirujanos tienen que operar en el hospital.

SCIENCE 2nd Grade

Unit I LA TIERRA

A. La tierra es grande y redonda
B. La gravedad
C. El día y la noche

Unit II EL SOL Y OTROS CUERPOS CELESTES

A. La luna
B. Los planetas
C. El termómetro (calor y frío)

Unit III EL TIEMPO

A. Hay muchas clases de estado del tiempo
B. Las estaciones tienen condiciones características del tiempo.
C. Las personas adaptan sus ropas y actividades de acuerdo con los

Unit IV LAS ESTACIÓNES

A. Nosotros tenemos cuatro estaciónes.
B. El tiempo varía de estación a estación.
C. El tiempo varía en la própia estación.

Unit V UNA BUENA CASA

A. Usamos piedra, madera, vidrio y hierro.
B. Necesitamos tubos para sacar el agua.
C. Necesitamos cables para traer la electricidad para nuestra

Unit VI MATERIA Y ENERGIA

A. Cambios físicos y químicas
B. Magnetismo, electricidad y sonido
C. Luz y calor
D. Máquinas

Unit VII PLANTAS

A. Las plantas crecen de semillas.
B. ¿Qué son las partes de un planta?
C. Las plantas necesitan agua, tierra y el sol para crecer.
D. Las plantas nos dan muchos alimentos.
E. Otros usos de plantas
   1. El árbol nos da madera, papel etc.
   2. Los árboles nos dan sombra
   3. Las flores hacen nuestro patio más bello.
   4. Algunas plantas nos dan medicinas.

Unit VIII ANIMALES

A. Los animales que nos rodean tienen vida
B. Los animales son distintos
C. Mamíferos
   1. características
   2. nombres de algunos mamíferos
D. Las Aves
   1. características
   2. nombres de algunas aves
E. Los Peces
   1. características
   2. nombres de algunos peces

SUBJECT: SCIENCE
Unit 1 Lesson 1

UNIT TITLE: LA TIERRA

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To review what the earth is made of To emphasize the size of the earth	The earth is made up of land and water. There is air around the earth. The earth is like a great big round ball	Review of word "globe" Bring a globe into the room and review with the children. The earth is round and made up of water and land. There is air around the earth. Have the children draw a picture of the earth and to include whatever is needed. They can use the globe as a model. Try to emphasize the size of the earth by using two balls one bigger than the other. Discuss with the children the difference in sizes. Emphasize then that the earth is big and round like a great big ball.	globe two balls - one bigger than the other.	Participation in activities by all children.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To try to teach children that the sun gives us light. To try to teach children concept of day and night.	The sun shines on the earth. The earth turns around and we have day and night.	Bring a globe into the room with the use of a flashlight turn off the lights and shine the light on the globe. Turn the globe slowly explaining to the children that the light from the flashlight represents the sun and the earth is turning around which is why we have day and night. After experiment discuss with children what they have seen. An experience chart could be made.	-flashlight or lamp -globe	Participation by children in making experience chart. Where do we get light? Why do we have day and night?

SUBJECT: SCIENCE
Unit 3 Lesson 1

UNIT TITLE: THE WEATHER

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To try to make children understand that we have different kinds of weather.	We have different kinds of weather.	Start a weather chart or calendar a large chart with different types of days drawn on it with a pointer where children can change the pointer everyday. Or calendar with different symbols representing different weather can also be made. Children can fill in the representation everyday.	Pictures of weather found in Nuestro Mundo No. 1 Estudio De La Naturaleza page 109	Children will draw a picture for different types of weather.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Study the seasons.	We have four seasons. Each season is distinguished by its own weather.	Hold up pictures of our four seasons. Discuss each picture individually. Start a bulletin board and have children add pictures of different seasons which they cut from magazines. Discussion of the weather which occurs in the four seasons.	Pictures magazines	Participation in activities.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Introduce children to materials needed to make a good house.	We use rock, lumber, glass and iron in order to make a good house.	Start discussion about building a good sturdy house. Show the materials one by one and have the children repeat the name after you have said it. Discuss the materials individually and how these materials would help make a good house.	rocks piece of lumber piece of glass some nails Science Book for 2 grade	Experience chart on discussion on materials needed and make a good house.

UNIT TITLE: MATERIA Y ENERGIA (SONIDO)

Concept Objective	Content	Activities	Resources Materials	Evaluation
To make children realize that we have different kinds of sounds.	We listen with our ears. We hear different kinds of sounds. We can make different kinds of sounds.	Ask children what part of our body we use to listen and hear sounds with. Use the cards and read each, and discuss each individually. Ask the children to individually make a sound and let the others guess what object or animal made that sound.	Las ciencias en los primeros grados - Luz y Sonido Carteles Didacticón	Participation in activities.

Concept Objective	Content	Activities	Resources Materials	Evaluation
Try to understand that plants come from seeds, that we have different kinds of plants and that seeds travel in various ways.	Plants come from seeds We get many different kinds of plants from seeds. Seeds travel from place to place in various ways.	Discuss where plants come from. Discuss different plants which come from seeds. Make a game out of how seeds travel from place to place. Have children take turns naming plants which we get from seeds. Transparencies on how seeds travel from place to place, can be shown here. Discussion on each transparency as it is shown.	Transparencies on How Seeds Travel from Library at Yucca School.	Participation in activities. Children will know that plants come from seeds.

Concept Objective	Content	Activities	Resources Materials	Evaluation
Make children aware of the animals around us.	We are surrounded by many different kinds of animals. Animals are alive and have a distinct way of life.	Hand each child a picture of an animal which they are familiar with. After each child has a picture have them individually name their animals. Discuss with children that there are animals all around us, that they live and die and that they have a distinct life of their own. Have them tell of their own experiences with animals.	Peabody Lan. 2nd grade Development Kit. Pictures of animals	Draw a picture of an animal and label it with name of animal.

SOCIAL STUDIES - 2nd Grade

Unit I Rules of School

A. Rules for individual classroom
B. Review rules of playground
C. " " " Cafeteria.
D. " " " Library.

Unit II Days of the Week-Months of the Year-Seasons

A. Learn days of the week (names)
   1. 7 days per week.
   2. Rhymes and etc. for learning days of the week.
B. Months of the year.
   1. names
   2. rhymes
C. Seasons
   1. What causes different seasons
   2. " characterizes each season.
   3. Rhymes of the seasons.

Unit III Location of the United States.

A. Location of U. S. on a map
B. Location of New Mexico and Artesia.
C. Location of Neighboring States to New Mexico

Unit IV Houses of the World (Include Map Position)

A. Countries
   1. Switzerland
   2. Holland
   3. Africa
   4. Artic Lands
   5. Desert Lands
   6. Mexico
   7. The Child's own home
   8. Japan
   9. China
B. Concept of different homes for different climates.

Unit V Animales

A. Many different animals inhabit different parts of the world.
   1. Jungle animals
   2. Desert animals
   3. Cold Land animals
   4. Moderate Land animals
   5. New Zealand and Australia animals
B. Many of these animals may be found in a zoo.

Unit VI Friendship

A. Concept of a friend
B. Importance of a friend
C. Ways of being friends.

Unit VII Responsibilities

A. All humans have responsibilities
B. Children must accept responsibility
C. Responsibilities at home
D. " " school.

Unit VIII Social Values

A. What is lying
B. " " cheating
C. " " stealing
D. " " politeness
E. " " kindness
F. " " citizenship

Unit IX History of Mexico

A. Origin of Man on the North American Continent (Bearing St. Theory)
B. Aztec Indian Civilization
C. Christoper Colombus
D. Hernán Cortéz
E. Fall of the Aztec Empire

Unit X New Mexico History

Unit XI Our State -- "Something to be proud of"

A. Stress of combining cultures
B. All people of different cultural backgrounds working together for the state.
C. Acceptance of all people.

Unit XII Democratic Process

A. Duties of Pres. U. S. and how he is elected
" " the U. S. Congress and how it is elected
B. " " " Governor of the state and how he is elected.
" " " State Legislature and how it is elected.
C. " " " Mayor and How he is elected
" " " Council and how it is elected.
D. " " " Judge and how he is elected
" " " Jury and how it is elected.

Unit XIII Special Days

A. Halloween
B. Thanksgiving
C. etc.

SECOND GRADE
SUBJECT: SOCIAL STUDIES
Unit I Lesson I

UNIT TITLE: RULES OF SCHOOL

Concept Objective	Content	Activities	Resources Materials	Evaluation
To aquaint child with, rules for individual classroom	Rules of second grade classroom .	With children establish a good set of reasonable workable rules for governing classroom conduct.	Teachers ideals childrens' contribution	Conduct of class in the room. Do children adhere to the rules?

UNIT TITLE: DAYS OF WEEK, MONTHS OF YEAR, SEASONS OF YEAR

Concept Objective	Content	Activities	Resources Materials	Evaluation
To teach names of days of the week and concept of seven days in the week.	Days of the week	Teach children rhymes for learning days of the week. ¿Qué comer? Los Dias De La Semana	Resource Material for Bilingual Education Fort Worth Public Schools	Can the child use practice application of the information from the lesson

UNIT TITLE: LOCATION OF THE UNITED STATES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach children to recognize and locate the United States on a map	Map location of the U. S.	Introduce map with a map of the world or northern hemisphere or western hemisphere. Outline the shape of our country for the children. Explain the presence of other surrounding countries. Ask several children to locate the U. S. on various maps, if obtainable.	maps	Can the children find the U. S. A. on the map?

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To introduce concept of different methods of living due to climate or terrain of country Life styles of different countries	Houses of different countries 1. Switzerland	Talk to children about the difference in houses. Explain that different countries have different styles of houses. Introduce map location of country show film on first country Switzerland. Film series Eye Gate Social Studies "Other Countries" Pictures of houses in Switzerland Draw pictures of Swiss houses	Map Filmstrip Switzerland Eye Gate Social Studies (Roselawn) paper, crayons, etc.	Discussion of filmstrip Write a story about the houses seen in the filmstrip Can child draw correct type of house?

UNIT TITLE: ANIMALS FROM ALL OVER THE WORLD

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are many different animals inhabiting different parts of the earth Not all animals are found on all continents	Animals of the jungle	Set up pictures in classroom of jungle animals. Help children identify and discuss each animal. Include type of home, size what he eats, etc.	Study prints	Can children identify animals including environment eating habits and size?

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of a friend	A friend is someone who makes us happy	Group discussion of what a friend is - can only people be friends? Can only people our own age be our friends? Can animals be our friends? Why? Identify friends of class members. Why are these people or animals our friends?		Does child have a correct concept of what is a friend and who can be friends?

UNIT TITLE: RESPONSIBILITIES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of responsibility and that all humans have responsibilities to fulfill daily	What is responsibility Responsibility is doing well what we are asked to do Responsibility is taking care of things that are ours Responsibility is helping at home	Discuss the meaning of responsibility - referring to concepts listed in the content of this lesson. Allow each child to participate in the discussion. Encourage children to tell about their responsibilities. Show filmstrip on "Responsibilities" Eye Gate Series on Social Behaviors	Filmstrip Eye Gate Series Social Behavior "Responsibilities"	Discuss filmstrip Does child have concept of responsibility? Does he understand what responsibility is?

UNIT TITLE: SOCIAL VALUES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach valuable social value concepts - the concept of right and wrong - to defend the concept of lying and why it is wrong	The concept of lying and why it is wrong	Show filmstrip on lying. Pause for discussions during film as directed.	Eye Gate Social Values Series "Lying" (Roselawn Library)	Discuss film and situation seen in film as directed in film

UNIT TITLE: HISTORY OF MEXICO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of origin of man on the American continent	Bering Strait Theory	With the use of a map explain how man traveled from Asian continent across Bering Strait to American continent and then migrated south into what is now Mexico forming many different groups or tribes. Stress that those who came across the Bering Strait were relatively primitive men.	Maps Possibly pictures of primitive man	How did man arrive to this area - were they modern men? Did they stay in the North? How were different groups formed?

Concept - Objective	Content	Activities	Resources Materials	Evaluation

Mrs. Gill's Outline for 2nd Grade

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of peoples with different cultural backgrounds living together in New Mexico	The peoples of New Mexico	Talk with children about the different peoples of New Mexico. Use pictures to depict each ethnic group.	Pictures of peoples from different ethnic groups	
		With students list a few customs of each group and how they could be shared and enjoyed and understood by all.	Student contribution and ideas	Student response to ideas brought out and presented in this lesson

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of how a president of our country is chosen and what his basic duties are also that Congress exercises control over the presidental powers and how Congress is chosen	elections for president duties of president, duties of Congress, how Congress is chosen	With pictures of the president of the U. S. introduce him to the children. Explain how he was chosen for the job. Discuss elections. Discuss his duties for making laws and that Congress helps him decide if they are good enough for everyone in our country. Discuss how Congress is chosen.	not available	Have children reflect impression in the form of a story written as a group effort.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach customs and traditions of Halloween	Halloween traditions and symbols	Read Halloween stories. Do Halloween art projects concerning the traditional Halloween symbols. Make Halloween masks. Discuss custom of trick-or-treating instead of vandalism.	Books--Library paper, scissors, crayons Paper sacks--scissors or paint to make faces of masks	Child's reaction to the Halloween unit and project. Feed back from discussion on trick or treating instead of vandalism.

SECOND GRADE
SUBJECT: NEW MEXICO
Unit I Lesson 1-5

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Review of state. Capital flag, flower, bird and songs.	Santa Fe, flag, Yucca, Road runner, O Fair New Mexico and Así es Nuevo Mexico	Find our state on a large U. S. map. Discuss topography of the state. Locate state capital on the map Begin colored rice map of the state. Review state songs in English and Spanish. Draw state flower and bird.	U. S. and state maps Colored rice Topographical map of state Songs: O Fair New Mexico and Así es Nuevo Mexico. State Flag. Pictures of Yucca and Road-runner.	Children will be able to describe shape of state and name and locate capital and own town. Name flower and bird.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Prehistoric animals lived here.	Dinosaurs Prehistoric animals.	Discuss first animals in New Mexico. Show pictures of dinosours, etc. Tell what they are. Use clay and make prehistoric animals.	Pictures of prehistoric animals Clay Danny the Dinosour Artesia Public Library Filmstrips from library Reptiles-Dinosaurs N. M. Coloring book.	Can identify a dinosour and know that they lived in N. M.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn where the first people in New Mexico came from.	Crossed Bering Strait from Siberia to Alaska. Gradually migrated south. Became known as Indians. In New Mexico they built cliff houses to protect themselves from enemies.	Look at the globe. Discuss how people might get to New Mexico before airplanes, etc. Trace path on the globe then on the map. How could early people protect themselves.	Globe World map N. M. Coloring book Picture of Cliff dwellings	Be able to trace approximate path of first people.

SECOND GRADE
SUBJECT: NEW MEXICO
Unit 1 - Lesson 1

Concept Objective	Content	Activities	Resources Materials	Evaluation
To learn about the conquerors.	The coming of conquerors. Who they were	Discuss the Coronado Route. Review Hernando Cortez and his journeys.	Pictures of Indian pueblos. Arizona Public Library Southwest map	The pupil will be able to give a brief description of Herman Cortez.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn about the Conquistadores.	Cabeza de Vaca Coronado Don Diego de Vargas Espejo Sosa Oñate	Read or tell story of Conquistadores using maps to trace explorations. Act out stories of some conquistadores. Make a puppet of the conquistadores. Draw a mural of the exploration using crayons or colored chalk.	Pictures - Educational Services Center The First Book of the Spanish American West Artesia Public Library Map of Southwest	The pupil will be able to tell that the conquistadores brought to N. M. horses, steel and tobacco and were seeking gold.

ENGLISH AS A SECOND LANGUAGE 2nd Grade

I. Objective: To stimulate an oral language development.
To develop verbal expression.
To improve intellectual functioning and enhance school progress.

Materials:

1. Puppets (Whiskers and Twinkle)
2. Tape recorder and tapes
3. Teletalk
4. Stimulus Cards
5. I Wonder Cards
6. Tool Cards
7. Shapes
8. Animal cards
9. Clothing
10. Family
11. Numbers

Instructor may follow lesson plans as stated until he has more knowledge about abilities of the group
Instructor may modify the lessons as necessary to the needs and backgrounds of the pupils.
Instructor may use lessons particularly suited to the lesson being taught. Does not necessarily need to follow the lesson plans in sequence.

Learning experiences should be styled to the life or culture of the child. Provide raw materials for children to create things. Have children express themselves by telling what they have created and why.
Ask and answer questions. Make the child feel comfortable by accepting his method of expression.
The teacher should model the language he is to learn.

SECOND GRADE
SUBJECT: E S L
Unit 1 Lesson 1

UNIT TITLE: PLDK LEVEL I

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To get an idea of children's ability to listen and participate, and follow directions. To work with the whole group. To have every child participate and have a feeling of success Pantomime.	Listening activities Language Development Activities	Children listen to taped introduction of Song to Language Time Ask children to sing words. Name as many animals as possible in 3-4 minutes. Place animal cards along board ledge. Let volunteers identify. Instructor repeats each response to set a good speech model. Use "Peabo" to play game "Do-What-the-Teacher Says" Ex: Close your eyes - Open your eyes. Stand up. Sit down.	I. Animal Cards cat, bee, dog, cow, donkey duck, pig, rooster, sheep, snake. II. Puppet (Peabo) III. Tape recorder IV. Taped Intr. Song to Lang. Time Teacher's Manual: PLDK p. 1	All children will be able to listen to song Most of the children should be able to name two or three animals. Everyone should be able to follow "Peabo's" directions.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To count to 10 on their fingers To teach the sounds the animals make.	Memory Time Activity Time Rhyming Time Song: "Sweetly Sings the Donkey."	Instructor reminds children that there were as many animals in the pictures yesterday as they have fingers on their hands. Children recall names of animals as they touch their fingers in turn. Who counted 10 animals? Count 1-10 on fingers. What does a pig say? pig _____ oink oink the bee says "_____" Cow: moo moo dog: bow-wow donkey: he-haw duck: quack-quack rooster: cock-a-doodle-doo sheep: baa-baa snake: s-s-s-s, s-s-s-s Rhyming: Have "Telsie" read poem on p. 3-4.	PLDK - p. 2 Puppet "Telsie" Animal cards - (Same as lesson 1)	Some of the children should be able to name all 10 animals Children should be able to associate animals with the sounds the animals make. Should be able to rhyme back with quack, etc.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
	Telling What it is. Using same objects introduced in lesson one. bear, cat, dress hat.	Drill on language patterns Is it a (bear)? Yes, it is. It's a (bear). No, it's not.' It's a (cat). Are they dresses? Yes, they are. No, they're not. They're (bears). They're (hats).		

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach the children to speak into the microphone and introduce themselves.		Have children sit in a circle. Discuss the use of the recorder with the group. Show how to use the microphone and speak. "My name is _____." What is your name? Let each child have a turn. Replay. Comment on whether children speak too loud, clearly etc. Pantomime-Act out. What am I doing? Song "Put Your Finger in the Air"	Tape recorder	Children should be able to say their name, hold the microphone right and notice or check mistakes. Learn song, "Put your Finger in the Air in the Air." Volunteers should act out an activity.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To be able to look at a picture and tell what they see. To improve motor coordination		Present accident Scene Story Card. Ask what is happening in the picture. Generate a conversation about the accident picture by asking children to tell about similar accidents or car crashes they have seen. Rhyming-patterning time clap, clap, clap, your hands. clap your hands together clap, clap, your hands In all kinds of weather Instructor improvises new patterns. Children take turns being leaders.	Large Story Card (5) Accident Scene p. 6	Children should be able to talk about experiences they have seen. Teacher will be able to check motor coordination by performance in clapping. Find areas of more extensive drills and experiences.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
I. To identify the pictures and explain through narratives as in the activity cards. II. To learn the song "This Is the Way" III. To familiarize children with pictures of community helpers and others with whom they con they come in contact. IV. To be able to classify an object as to whether it feels soft or hard.	There is material in this lesson for two days. It depends on the group you're working with. Some groups can complete it in one day.	Instructor asks how many children know the song "This is the Way." Hum the tune to "Here We Go Round the Mulberry Bush" Hold up a picture and have the children sing and act out the verse. Repeat and record . . . Vocabulary Building - Present People cards and explain that these are pictures of people who help us in many ways. Identify-Repeat until children are familiar with the cards. Start riddles on p. 8 and point to some child to finish each riddle by saying the name or by pointing to the picture. Example: He helps us get well; he is a _____ (doctor) Touching time: Place assorted objects on table (Feel-are they soft or hard?)	p. 7 PLDK Activity cards A, 13, 23, 24, 27, 30, 31, 35 People Cards P, 9, 11, 12, 13, 15, 16, 18, 20, 21, 25, 27 Tape recorder Assorted objects: chalk, kleenex, stone handkerchief, pencil, book, towel	Be able to identify activity cards Be able to recognize at least 5 of the people who are our helpers. Be able to memorize the song "This is the Way"

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To remember what they did in the previous lesson. To be able to act out ten of the 23 helpers they have studied about. To learn the different occupations or jobs people do.		Listening-Pantomime Tune. Instructor arrange activity cards on chalk ledge. Play recording of "This is the Way" made previously. Pantomime appropriate actions while listening to the recording. Review People cards learned previously. Present 12 more. Conversation Time Tell about favorite week-end activity. Tell what it is, how it's done, when it's done and why he likes it best.	Activity cards (Same as Lesson 5) People cards (Same as no. 5 plus 7, 8, 10, 14, 17, 19, 22, 23, 24, 26, 28, 29 Tape recorder p. 9 PLDK	The child should be able to remember the song and activities done the previous day. Should be able to name different occupations people have. Should be able to tell about some activity that he and his family performed during the week-end.

SECOND GRADE

BIRTHDAY

Birthday song for particular child.

Name, date, age.
Parents' name.

School

Date: month day year

Special wish.

MULTI-CULTURALISM - 2nd Grade

Unit I NOMBRES Y SALUDOS

A. "Buenos Días" (básico)
   1. ¿Cómo está Usted?
   2. Bién gracias, ¿y Usted?
B. "Me llamo . . ."
   1. . . . a sus ordenes.

Unit II CIVISMO

A. "Mi Pueblo"
   1. escribir
   2. pronunciar
   3. conocer (materialmente)
B. "Mi Estado"
   1. escribir
   2. pronunciar
   3. forma
   4. apuntarlo en el mapa
C. "Mi Bandera"
   1. Estados Unidos de América
      a. Himno - "My Country Tis of Thee"
   2. Estados Unidos Mexicanos
      a. Honor
      b. Himno - 2 versos

Unit III LA FAMILIA

A. Parientes
   1. cercanos
B. Relaciones entre si

Unit IV EL HOGAR

A. Descubrir diferencias entre culturas (materialmente)
   1. el hogar del indio
   2. el hogar del mexicano
   3. el hogar del anglo
   4. el hogar del negro
B. Observaciones en hogares localmente

Unit V MUEBLES DEL HOGAR

A. Multi-culturales
   1. comparaciones
   2. diferencias } (estilos)
   3. funciones

Unit VI AMIGOS DE NUEVO MEXICO

A. De mi comunidad
   1. el principal
   2. el policía
   3. el doctor, etc.
B. De mi estado
   1. governador
   2. mexicanos
      a.) puesto del estado

Unit VII DIAS DE LA SEMANA

A. Nombrar los siete días. (en orden)
B. Escribir los siete días. (dictado)
C. Reconocer

Unit VIII EL CALENDARIO

A. Nombrar los doce meses (en orden)
B. Escribir los doce meses (dictado)
C. "Rima de los Meses" (Carlsbad H. B. p. 53)
D. El año corriente
E. La Fecha - Hoy es . . .
   a. día
   b. fecha
   c. mes
   d. año
F. El Calendario Azteca - (La Piedra del Sol)
G. El Sol, La Luna, del Indio

Unit IX TRAJES NATIVOS

A. Multi-culturales
   1. del mexicano-americano
   2. del anglo-americano
   3. del indio
   4. del negro

Unit X COMIDAS NATIVAS

A. Multi-culturales
   1. del mexicano-americano
   2. del anglo-americano
   3. del indio
   4. del negro

Unit XI ARTE NATIVO

A. Multi-cultural
   1. del mexicano-americano
   2. del anglo-americano
   3. del indio
   4. del negro

Unit XII JUEGOS

A. Multi-culturales
   1. Lotería (Mexicana)
      a. de prendas de vestir
      b. de comidas
      c. de numeros
      d. de días de la semana y meses
B. Juegos Individuales

Unit XIII MÚSICA

A. Canto - (Esto puede principiarse a cualquier tiempo durante el año escolar segun la oportunidad)
   1. "Así es Nuevo Méjico"
   2. "Las Mañanitas"
   3. "Yankee Doodle"
   4. "O Fair New Mexico"
   5. Indian Chants
B. Instrumentos
   1. Llevar ritmo con instrumentos básicos de música

Unit XIV BAILABLES

A. Regionales
B. Multi-culturales

Unit XV DIAS DE FIESTA

A. Estos días serán preparados y presentados a su debido tiempo de cada año.

SECOND GRADE
SUBJECT: MULTI-CULTURALISM
Unit 1 Lesson 1

UNIT TITLE: NOMBRES Y SALUDOS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Student will be able to expand their salutation by adding at least two more phrases to the original, Buenos días, etc. Concept: (concentrate on Spanish) There is an expression for greeting people.	Oral: Buenos días ¿Cómo está usted? Bien gracias.	Elicit response by knocking on desks. Repeat new phrases to be learned. Use choral-individual drills. Have individual knock on friends desk for exercising salutations or greetings. Do this for all three times a day - "Buenos días, buenas tardes y buenas noches."	Use of board for proposed reading. This is mostly an oral exercise.	Teacher will orally elicit correct enunciated response from student by giving him or her any of the three greetings.

UNIT TITLE: CIVISMO (MI PUEBLO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Student will develop a sense of pride in his town by learning basic important facts about it. 1. economy 2. parks 3. schools 4. churches (religion)	Community information and community members.	Using related pictures of industries a. explain b. oral discussion Parks a. availability b. commodaties Schools a. Have principal come in and answer questions. b. Name and classify according to grade. Churches a. explain "faith" b. churches (houses of God) c. General discussion	Necessary community pictures of subject matter being taught.	Written exam: Answers requiring a number, yes or no, true or false,

UNIT TITLE: LA FAMILIA (PARIENTES)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Student will have knowledge of relatives and be able to identi- by them according to relation. There are other important close family members that we know.	Knowledge of - tío - tía - primo - abuelo - nieta	Show picture of relative and have students repeat. Place pictures on chalk tray and write name on board. Do these with all. Have color sheets of all members. Maybe separately and as units. General discussion on "Who do they marry?" Introduce all these words as spelling vocabulary words.	Picture cards of appropriate members. Use of chalkboard for reading and drilling. Coloring sheets.	Written exam Answer by writing down names of a member or relative in regard to question. Spelling test Written personal theme or "Who is my relative."

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UNIT TITLE: EL HOGAR

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are different furnishings in different native homes and they have a particular function. The student will become familiar with different furnishings from different native homes and be able to name them correctly and speak of their function.	The furnishings of different native homes and their functions.	Teacher will either by model, furnishings or pictures, illustrate one at a time some type of furniture and discuss its function. Students will classify and name each furnishing. Students will draw, color and make models in clay of different home furnishings.	Model furnishings. Actual size furnishings Picture of each Coloring sheets Model clay in different colors.	Finish products Short quiz or identifying the piece of furniture correctly and tracing it to its culture.

UNIT TITLE: MUEBLES DEL HOGAR

Concept Objective	Content	Activities	Resources Materials	Evaluation
Student will be aware of different styles that serve same function in different cultures. Although different in shapes, colors, etc. Furniture plays a basic function in our home.	Furnishings.	Illustrate piece of furniture. Discuss a. purpose b. shape, etc. Clay work Model out pieces of furniture. Exposition; each model clay piece of furniture will be placed on an exposition table with its correct label and students name.	Illustration of pieces of furniture. Clay - different colors Tables set for exposition.	Evaluation of students will be made by teacher by looking for, 1. cooperation 2. willingness 3. contribution 4. final product of each.

SECOND GRADE
SUBJECT: MULTI-CULTURALISM
Unit 6 Lesson 1

UNIT TITLE: AMIGOS EN NUEVO MEXICO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
The students will be able to find friends in authorative people disregarding color of skin, creed or religion. Color of skin, creed or religion are not impotant to positions held.	Will include: 1. the principal 2. the policeman 3. the doctor 4. etc.	Experience charts - after general discussion students will formulate experience charts on each label. After learning this students will be exposed to lectures from guest speakers in such profession. General discussion and questioning should follow lectures.	Guest Speakers	Students will be evaluated on general contribution in experience charts. Written evaluation dictation of Experience charts short written resume on lectures.

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UNIT TITLE: DIAS DE LA SEMANA

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Student will not only learn to say, read, write and recognize days of the week but will learn the "meaningfulness" of the different days in different cultural groups. There is a basic structure and name to the days we live.	Days of the week in order.	(In two languages) Teacher will present each day of the week in order using calendar. Write them on blackboard. Oral drilling (choral-individual) Lectures - oral stories concerning holidays, myths, superstitions from all cultures held on particular days of the week.	Calendar Blackboard Mexican Folkways for information	Dictation Oral speech on what day I like best and why?

SECOND GRADE
SUBJECT: MULTI-CULTURALISM
Unit 8 Lesson 1

UNIT TITLE: EL CALENDARIO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
(In two languages) Student will not only learn to spell, read, and say months of the year correctly but the primary objective is to learn about how different months have different meanings in different cultures. There is a basic structure and names used to identify months of our year.	Months of the year and their cultural value.	Using calendar the teacher will pronounce each month in order as she writes it on the board. Oral drilling (choral and individual) Dictation Lectures - stories explaining or showing the meaningfulness of different months for different cultures.	Calendar Blackboard Reading resource material Mejico - Leyendas, Costumbre Trajes y Danzas	Dictation written exercises on - being able to identify month with event.

SECOND GRADE
SUBJECT: MULTI-CULTURALISM
Unit 9 Lesson 1

UNIT TITLE: TRAJES NATIVOS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Student will become aware of different native costumes and shall be able to recognize on sight. There are differences in native dresses according to their culture.	Learning about native costumes.	The teacher will present illustrations depicting native costumes. New terms for different parts of the custom will be introduced and written on board. Students will color sheets with native costumes.	Illustrations in color Coloring Sheets Board If possible find model dolls with native costumes. Text for reference and some illustrations Mexico - Leyendas Costumbres - trajes y Danzas.	Quiz on identifying costumes and certain parts. (this will be a prepared type with multiple choice.) Grade on neatness, imagination and vividness on color sheets.

UNIT TITLE: COMIDAS NATIVAS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Students will be aware that different cultures have different basic foods. Student will be exposed to the tasting of some of the native foods. A basic need for all humans which is food, is different from culture to culture.	Names of native foods and the taste.	Illustrations will be presented and names of dish or food given and written on board. Lecture on ingredients used to make such foods. Drawings or color sheets. General discussion (oral) Choice of dish or food to be prepared. Preparation of dish.	Illustration Reading material (Cookbook to be found) Necessary ingredients for choice of dish. Coloring sheets Text: Learning English Early (ESL book)	By over all participation

UNIT TITLE: ARTE NATIVA

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are different types or styles of art accordingly in each culture. The child will learn about different styles of art through painting, needlework, ceramics, pottery, etc. and be able to identify art from at least three different cultures.	The style of art by exposing different media from different cultures.	1. The teacher will present pieces of pottery (Mex.) (Indian) needle works, wire art and such and discuss each item. 2. Teacher will read over process of making some of these items. 3. Student may use clay to model some of these items, or other materials necessary for other items that could be made. 4. Art for exhibition. Cuaderno Mexicano - Historia y Civismo (Escoger páginas apropiadas)	Books can all be found at the center. Clay or "barro" may be obtained from the school or center. Yarn, needles, embroidery, thread, etc. are available through a purchase order well advanced to the center.	Final products made by individual students.

SECOND GRADE
SUBJECT: MULTI-CULTURALISM
Unit 12 Lesson 1

UNIT TITLE: JUEGOS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are games for the mental and physical exercise in all cultures. The child will know at least one game from each culture in its own language and its physical movements.	Multi-cultural games to be played accordingly and said in their native tongue.	Teacher will pass out ditto copies of chosen games with words. Teacher will show movements. Students will imitate. Games will be played later whenever time permits.	Text: Resource Material for Bilingual Ed. grade 4. There are many available books and material at the Center. Text: "Let's Play Games in Spanish" by Loretta B. Aulp.	General participation and proficiency in game playing.

UNIT TITLE: MUSICA

Concept - Objective	Content	Activities	Resources Materials	Evaluation
There are different styles of music contributed to the world by different cultures. The child will be listening and become aware of different styles and rhythms and learn to identify some basic instruments. If there are lyrics student will learn lyrics to one complete song from each culture.	Records and instruments. (maracas, bongo, stilos, etc.)	Children will listen to native music from each of the cultures mentioned in outline. Discussion oral Instruments recognized will be written on board. Instruments should be available to show. Students will play the instrument of their choice. Teacher will teach lyrics. Students will sing along with record first and then on their own and accompany themselves.	Records and basic instruments. (all to be found at Center) Lyrics - Resource material for Bilingual teacher no. 4	General participation. Oral naming of culture and oral naming of instruments shown or displayed.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Dancing is a means of expression and each culture expresses itself differently. Students will after listening to music be able to do any one native dance of any one culture.	Listening and learning of steps to native dances. Cultures: 1. Mexico 2. Anglo 3. Indian 4. Afro American	Teacher will play records. Student will pick dance and learn steps. (As a group)	Records Resource material on steps.	Physical performance of dance.

RED MATH TWO BY TWO
MATEMATICA PARA LA EDUCACION PRIMARIA

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

CRITERION REFERENCED INVENTORY MATH II

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MATH SPAN./ENG.

SHAPES	●
SEMI CIRCLE	●
CUBE	●
CYLINDER	●
COUNTING BY 3,25,50,100	●
BASIC ADDITION COMB. 2 DIGITS TO 99	●
BASIC SUBTRACTION COMB. 2 DIGITS 99	●
CAN BORROW IN SUBTRACTION	●
CAN WORK WORD PROBLEMS WITH ADDITION/SUBTRACTION	●
TIME- HALF HR. and QUARTER HR.	●
COIN VALUES TO $1.00	●
MORE THAN/LESS THAN 2 DIGITS	●
ONES, TENS, HUNDREDS PLACE VALUE	●
KNOWS PINTS-QUARTS	●
KNOWS 1/2,1/3,1/4,1/5	●
MULTIPLY BY 2 and 3	●
DIVIDES BY 2 and 3	●
	●

CURRICULUM GUIDELINE II

TODAY'S BASIC SCIENCE

CIENCIA II

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1100 W. RICHEY AV.

CRITERION REFERENCED INVENTORY HEALTH/SCIENCE II

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

HEALTH/SCIENCE

KNOWS PHYSICAL PROPERTIES OF HIS ENVIRONMENT	●
KNOWS CHEMICAL CHANGES GAS-LIQUID-SOLID	●
CAN IDENTIFY PLANETS	●
KNOWS WEATHER CHANGES RAIN-SNOW-HOT-COLD	●
KNOWS MAGNETISM AND ELECTRICITY	●
KNOWS PLANT LIFE AND REPRODUCTION	●
KNOWS ANIMAL LIFE AND REPRODUCTION	●
KNOWS SIMPLE MACHINES	●
KNOWS GERMS PRODUCE ILLNESS	●

SOCIAL STUDIES

●	KNOWS NAME OF STATE
●	KNOWS NAME OF CAPITOL
●	OBSERVES SCHOOL RULES
●	OBSERVES HEALTH RULES
●	KNOWS NAME OF MAYOR
●	KNOWS NAMES OF CITY COUNCIL
●	KNOWS WHO THE SUPERINTENDENT IS
●	NAMES SCHOOL BOARD MEMBERS
●	KNOWS STATE SONG ENG/SPAN

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W. QUAY AV

SOCIAL STUDIES/MULTICULTURALISM LEVEL II

CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MULTICULTURALISM

KNOWS DIFFERENT FOODS	●
KNOWS DIFFERENT DRESS	●
KNOWS DIFFERENT LANGUAGES	●
NAMES 5 FAMOUS PEOPLE FROM EACH GROUP	●
KNOWS THE EXTENDED FAMILY	●
KNOWS LEGENDS	●
KNOWS SIMPLE STATE HISTORY	●
KNOWS FIESTAS AND HOLIDAYS	●
KNOWS ECONOMIC ACTIVITY	●
	●
	●
	●
	●
	●
	●
	●
	●

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S. S. L.

E. S. L.

●	USA ENTONACIÓN APROPIADA AL CONTENIDO		USES INTONATION APPROPRIATE TO CONTENT ●
●	USA TENSOS DE VERBOS EN PRESENTE, PRETÉRITO, FUTURO		USES VERB TENSE CORRECTLY ●
●	PUEDE EXPLICAR LIBREMENTE EL TEXTO DE DOS O MÁS FRASES		CAN PARAPHRASE TWO SENTENCE COMBINATIONS ●
●	PUEDE DAR UN DISCURSO DE 2 MINUTOS		CAN DELIVER A 2 MINUTE ORATION ●
●	USA TIEMPOS COMPUESTOS EN PRESENTE, PRÉTERITO, FUTURO		USES AUXILIARIES PROPERLY ●
●	HACE ACUERDO DE NOMBRE Y VERBO		MATCHES VERB TO NOUN ●
●	TRANSFORMA FRASES A PREGUNTAS		TRANSFORMS SENTENCE TO QUESTION ●
●	CAMBIA DEL SINGULAR AL PLURAL USANDO ES, CES		CAN READ AND WRITE PLURAL OF NOUNS WITH S, ES, IES ●
●	CANTA CON BUENA ENTONACIÓN		SINGS WITH CORRECT PRONUNCIATION ●
●	USA GESTOS CUANDO HABLA		USES GESTURES IN SPEAKING ●
●	USA ESPAÑOL FUERA DE CLASE		USES "TO BE" IN CONTRACTION FORM IN PRE, PAST, FUT. ●
●	USA AUMENTATIVOS Y DIMINUTIVOS		USES ENGLISH OUTSIDE OF CLASS ●
●	USA EL SUBJUNTIVO CUANDO HABLA		USES COMPARITIVES PROPERLY ●

TEACHER PREPARED MAT.

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

SPANISH AS A SECOND LANGUAGE - ENGLISH AS A SECOND LANGUAGE
LEVEL II
CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

77

SPANISH READING

ASSOC.CONS. SOUND WITH LETTER
recg. 2 sound cons.blends bl,br,cc,cl,cr,dr,fl,fr, gl,gr,pl,pr,tr
recg. 1 sound cons. comb. ch, ll, rr, ng
RECOG. INDIRECT SYLLABLES
RECOG. COMPOUND WORDS
ADDS COMMON SUFFIXES
ADDS COMMON PREFIXES
FINDS DETAILS
READS ATTENDING PUNCTUA-TION (period,question)

LANG. IN HOME ENG.

LANG. IN HOME SPAN.

CURBSTONE DRAGONS I

MUSTARD SEED LEVEL II

NUESTROS AMIGOS

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
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CRITERION REFERENCED INVENTORY READING LEVEL II

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

ENGLISH READING

ASSOC. CONS. SOUND WITH LETTER
recg. 2 sound cons.blends bl,br,cc,cl,cr,dr,fl,fr, gl,gr,pl,pr,sc,sr,sl,sm, sn,sp,st,sw,rr,tw,scr,str,
recg. 1 sound cons. comb. sh,th,wh,ch,ph,ng,gh
recg. vowel comb.ee,ea,oo, aw,ew,ow,oi,oy,ou,oa,ai, ay
recg. vowel sounds (short, long) with r: ar,er,ir,or,ur
RECOG. COMPOUND WORDS
ADDS COMMON SUFFIXES
ADDS COMMON PREFIXES
FINDS DETAILS
READS ATTENDING PUNCTUA-TION (period,question)
DOLCH BASIC SIGHT WORDS

BEST COPY AVAILABLE

BEST COPY AVAILABLE